A21 – Strong Foundations: A Deep Dive into High Quality Universal Classroom Practices

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www.pbis.org  www.neswpbhs.org  www.cber.org
PURPOSE

Summarize, critique, and evaluate the Social-Emotional Learning (SEL) framework:

- SWPBS Rationale & Fundamentals
- SWPBS Classroom & Behavior Management
Foundations
**PBIS** aka SWPBS, MTSS, MTBF, RtI…

**Framework** for enhancing adoption & implementation of

**Continuum** of evidence-based interventions to achieve

**Academically & behaviorally** important outcomes for

**All students**
School Discipline Challenge:
Academic & behavior success (failure) are linked!
GOAL: “Big Outcome”

- Common Vision/Values
- Common Language
- Common Experience
- Common Vision/Values

Effective Organizations & Positive Classroom & School Climates

Quality Leadership
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- ALL ~80% of Students
- SOME ~15%
- FEW ~5%
Continuum of Support for All

Intensive

Targeted

Universal

Some

Few

All

Dec 7, 2007
Supporting Important *Culturally Equitable* Academic & Social Behavior Competence

Supporting *Culturally Relevant* Evidence-based Interventions

Supporting *Culturally Valid* Decision Making

Supporting *Culturally Knowledgeable* Staff Behavior

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway (2011);
Sugai, O’Keeffe, & Fallon, 2012ab
Where is your CLASSROOM & school on the climate scale?

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic failure</td>
<td>• Academic success</td>
</tr>
<tr>
<td>• Reactive management</td>
<td>• Positive engagements</td>
</tr>
<tr>
<td>• Exclusion</td>
<td>• Active supervision</td>
</tr>
<tr>
<td>• Reprimands</td>
<td>• Reteaching</td>
</tr>
<tr>
<td>• Non-compliance</td>
<td>• Many response opportunities</td>
</tr>
<tr>
<td>• Social withdrawal</td>
<td>• Welcoming environment</td>
</tr>
<tr>
<td>• Low rates praise</td>
<td>• Positive reinforcement</td>
</tr>
<tr>
<td>• Negative engagements</td>
<td>• Teaching social skills</td>
</tr>
<tr>
<td>• Bullying</td>
<td>• Positive expectations</td>
</tr>
<tr>
<td>• Negative expectations</td>
<td>• Model expected behavior</td>
</tr>
</tbody>
</table>

PBIS goal to establish & maintain positive teaching & learning environment
Establish positive school & classroom climate

Maximizing academic success

Teaching important social skills

HOW?

Communicating positively

Supervising actively

Modeling good behavior

Recognizing good behavior

Biglan, Colvin, Mayer, Patterson, Reid, Walker
Review of Classroom & Behavior Management
School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

Center on Positive Behavioral Interventions and Supports
NorthEast Positive Behavioral Interventions and Supports
(updated August 2015)

[www.pbis.org]
[www.nepbis.org]

www.neswpbs.org
School-Wide & CLASSROOM PBIS

Tier 1

Leadership TEAM

Behavior PURPOSE statement

Set of POSITIVE EXPECTATIONS & BEHAVIORS

Procedures for on-going DATA-based monitoring & evaluation

Continuum of procedures for DISCOURAGING RULE VIOLATIONS

Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR

Procedures for TEACHING SW & CW expected behavior

Encouraging Expected Behavior

Discouraging Rule Violations

Continuum of Procedures for ENCOURAGING EXPECTED BEHAVIOR

Continuum of Procedures for DISCOURAGING RULE VIOLATIONS

Procedures for TEACHING SW & CW expected behavior

Leadership TEAM

Behavior PURPOSE statement

Set of POSITIVE EXPECTATIONS & BEHAVIORS

Procedures for on-going DATA-based monitoring & evaluation
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.pbis.org
Interactive Map of Core Features

1.1 Settings
The physical layout of the classroom is designed to be effective.

1.2 Routines
Predictable classroom routines are developed and taught.

1.3 Expectations
Three to five classroom rules are clearly posted, defined, and explicitly taught.

2.1 Supervision
Provide reminders (prompts), and actively scan, move, and interact with students.

2.2 Opportunity
Provide high rates and varied opportunities for all students to respond.

2.3 Acknowledgment
Using specific praise and other strategies, let students know when they meet classroom expectations.

2.4 Prompts and Pre-corrections
Provide reminders, before a behavior is expected, that clearly describe the expectation.

2.5 Error Corrections
Use brief, contingent, and specific statements when misbehavior occurs.

2.6 Other Strategies
Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

2.7 Additional Tools
More tips for teachers.

3.1 Counting
Record how often or how many times a behavior occurs (also called frequency).

3.2 Timing
Record how long a behavior lasts (also called duration).

3.3 Sampling
Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval.

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
Record information about the events that occurred before, during, and after a behavior incident.
Classroom Interventions and Supports Self-Assessment

1. The classroom is **physically designed** to meet the needs of all students.
   - If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.
2. Classroom **routines** are developed, taught, and predictable.
   - If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.
3. Three to five positive classroom **expectations** are posted, defined, and explicitly taught.
   - If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.
4. **Prompts and active supervision** practices are used proactively.
   - If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.
5. **Opportunities to respond** are varied and are provided at high rates.
   - If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.
6. Specific praise and other strategies are used to **acknowledge behavior**.
   - If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.
7. **Reminders** are consistently given before a behavior might occur.
   - If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.
8. The **responses to misbehaviors** in the classroom are appropriate and systematic.
   - If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.
9. **Data systems** are used to collect information about classroom behavior.
   - If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.
10. If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.
Classroom Practices & Systems Decision Making

1. Are all the core features in place and implemented with consistency?
   - Yes: Review data periodically to examine the effectiveness of the core features.
     - Do the data indicate that students are still engaging in problem behavior?
       - Yes: Determine if behaviors are major or minor.
         - Major: Determine the number of students involved.
           - Many: Review, adjust, and intensify practices. Request additional support as needed.
           - Few: Request additional support for students and see additional resources.
         - Minor: Use brief specific error correction and other consequence strategies.
       - No: Continue to monitor outcomes and adjust as needed.
   - No: Focus efforts on implementing the foundations and practices with consistency. Set up data systems to accurately capture student behaviors.
CW PBIS....basics!

1. SW Tier 1 implemented w/ fidelity
2. SW data-based decision making
3. CW linked to SW expectations
4. CW decisions data based
5. Effective instructional practices & curricula
6. Curriculum matched to student need
Basic Behavior (Re)Teaching Process

Define simply

Based on data, adjust instruction & reteach

Model/demonstrate w/ range of examples

Monitor & provide positive feedback & reinforcement

Practice in range of natural settings

Based on data, adjust instruction & reteach
Promoting & Encouraging
Every opportunity, all students, all settings

(re)Teach

Acknowledge & Reteach
Remind Positively
Supervise & Prompt Positively
<table>
<thead>
<tr>
<th>Typical Contexts/Routines</th>
<th>Classroom-Wide Rules/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respect Others</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work. Turn in homework neatly in box.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Raise hand or show “Assistance Card”. Wait 2 minutes &amp; try again.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Eyes on speaker. Keep hands to self. Use materials as intended.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
</tbody>
</table>

1. **SOCIAL SKILL**

2. **NATURAL CONTEXT**

3. **BEHAVIOR EXAMPLES**
## Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Native, Tribal Values</th>
<th>Kamaksriŋiq</th>
<th>Respect</th>
<th>Entry Procedure</th>
<th>Lecture</th>
<th>Independent Work</th>
<th>Turning in Work/Exiting the Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules within Classroom Routines</td>
<td>Enter quietly</td>
<td>Quietly</td>
<td>Quietly</td>
<td>Your self and others around you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td>Treat equipment with care</td>
<td>Your self and others around you</td>
<td></td>
<td>Quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mind others personal space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inuuiqatiuni ikayuutiq</td>
<td>Have a seat</td>
<td>Raise hand if a question</td>
<td>Work on your class assignment quietly</td>
<td>Put equipment away in proper place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Be prepared with materials</td>
<td>Take notes when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be alert</td>
<td>Listen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savaqtigiyuyuŋiq</td>
<td>Help other’s with class materials</td>
<td>Raise hand if you can explain it to the others in a different way</td>
<td>Help other if needed</td>
<td>Help others clean up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td>Help clean the class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shishmaref School AK, Lyon Johnson, Aug 9, 2011
Precorrect (restate) positively & acknowledge ASAP **before** problem reoccurs.

"What do we do when.......?"  
"Show me......"
2. COMING TO GROUP

Greet positively w/ student name

“G’morning, Mike”

“Hello, Darci”

“Buenos Dias, Margie”
3. FIRST MINUTE

Review classroom/school behavior expectations

“Ready to learn.”

“Ready to do…….”

“Raise hand.”
4. >1 EVERY 5 MINUTES

Acknowledge displays of behavior expectations

“Thank you for......”

“Excellent being ready.”

“Good listening, Jorge”
5. MINOR BEHAVIOR EVENT

Respond quickly and briefly to minor problem behaviors

- 1st time: Acknowledge others for expected behavior
- 2nd time: Quick reteach

“Thank you, Manuella, for.......”

“Theora, “When you need help, raise your hand, & I will help you.”
6. CLOSING TRANSITION

- Acknowledge expected behavior
- End positively with student name

“Ashley, good job with......”
“Nick, thank you for.....”
“Jorge, mucho gracias.....”
<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Example</th>
</tr>
</thead>
</table>
| Previous problem          | 1. Precorrect (restate) positively & acknowledge ASAP before problem reoccurs. | • “What do we do when...”  
                           |                                                                              | • “Show me....”                   |
| Coming to group           | 2. Greet positively w/ student name                                  | • “G’morning, Mike”               |
|                           |                                                                      | • “Hello, Darci”                  |
|                           |                                                                      | • “Buenos Dias, Morgie”           |
| First minute              | 3. Review classroom/school behavior expectations                     | • “Ready to learn”                |
|                           |                                                                      | • “Ready to do_____”              |
|                           |                                                                      | • “Raise hand”                    |
| ~1 every 5 minutes        | 4. Acknowledge displays of behavior expectations                     | • “Thank you for...”              |
|                           |                                                                      | • “Excellent being ready....”    |
|                           |                                                                      | • “Good listening, Jorge”         |
| Minor behavior event      | 5. Respond quickly and briefly to minor problem behaviors            | • 1st – “Thank you, Manuella, for.....” |
|                           | 1st time: Acknowledge others for expected behavior                  | • 2nd – “When you need help, raise your hand, and I will help you.” |
|                           | 2nd time: Quick reteach                                             |                                    |
| Closing transition        | 6. Close positively w/ student name                                 | • “Ashley, good job w/.....”      |
# Classroom Management - 5 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. <strong>Basic classroom management practices</strong> used in most (80%) of classrooms?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. <strong>Plan exists for teaching social expectations in classrooms</strong>?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. <strong>Plan for teaching and encouraging use of basic classroom management practices</strong>?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. <strong>Planned and practiced procedures for crisis situations</strong>?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. <strong>Are we using data to monitor the above</strong>?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. <strong>Is our team monitoring &amp; coordinating implementation of above</strong>?</td>
</tr>
</tbody>
</table>

*1 Minute*
Phases of Learning and Teaching

<table>
<thead>
<tr>
<th>PHASE</th>
<th>EXPLANATION</th>
<th>TEACHING EMPHASIS</th>
<th>REINFORCEMENT EMPHASIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Doing it accurately</td>
<td>Show, model, &amp; demonstrate with range of place &amp; behavior examples</td>
<td>Reinforce each correct response (continuous)</td>
</tr>
<tr>
<td>Fluency</td>
<td>Doing it smoothly &amp; at correct pace or speed</td>
<td>Remind, prompt, &amp; precorrect</td>
<td>Reinforce accuracy &amp; rate of correct responding</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Keep doing it after teaching</td>
<td>Reduce and eliminate reminders, prompts, &amp; precorrects</td>
<td>Gradually shift from continuous to intermittent reinforcement for correct responses</td>
</tr>
<tr>
<td>Generalization</td>
<td>Keep doing it in similar places</td>
<td>Show, model, demonstrate with range of new place examples</td>
<td>Intermittently reinforce correct responses observed in new places &amp; conditions</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Adjust doing it to fit new &amp; different places</td>
<td>Show, model, &amp; demonstrate with range of new place &amp; behavior examples</td>
<td>Intermittently reinforce correct responses adapted to new places &amp; conditions</td>
</tr>
</tbody>
</table>

1. Error Correction = Restate and reteach skill/behavior and acknowledge accuracy and fluency.
2. Reinforcement = Verbal praise, progress recognition, positive gesture, school-wide reinforcers, etc.
### Teaching Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>Expected Routine</th>
<th>When</th>
<th>How</th>
<th>Where</th>
<th>Teaching Schedule</th>
</tr>
</thead>
</table>
| Submitting Homework                    | Before 9:00, Mon, Wed, Fri  | 1. Open individual e-folder  
2. Open subject e-folder  
3. Open due date folder  
4. Insert homework | Classroom e-folder | Each morning first week of each grading period  
Mon & Fri reminders                      |
| Handling Disagreements (problem solving)|                             |                                                                      |             |                                                        |
| Asking for Assistance                  |                             |                                                                      |             |                                                        |
| Managing anger                         |                             |                                                                      |             |                                                        |
Lesson Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>TEACHING STRATEGY</th>
<th>EXPECTED CLASSROOM ROUTINE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEFINE Simply</td>
<td></td>
</tr>
<tr>
<td>MODEL w/ clear examples &amp; nonexamples</td>
<td></td>
</tr>
<tr>
<td>PRACTICE multiple examples in natural settings</td>
<td></td>
</tr>
<tr>
<td>Supervise, ACKNOWLEDGE, &amp; reteach</td>
<td></td>
</tr>
<tr>
<td>ADJUST instruction based on progress</td>
<td></td>
</tr>
</tbody>
</table>
MTSS/CBM Foundations

Classroom Continuum of Evidence-based Behavior Support
- All
- Targeted
- Intensive

Coordinated by School-wide Team
- Administrator
- Specialists
- Grade/dept.

Based on SW-PBIS
- Expectations
- Discipline
- Acknowledgements

Behavior Teaching Focused
- Define
- Model
- Prompt
- Supervise
- Reinforce

Data-Driven
- Minors v. majors
- Academic progress
- Attendance/tardy
- Social skills
Big 7 CBMs

- Maximize OPPORTUNITIES to respond
- Handle MINOR behavior errors quickly & discreetly
- Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors
- Handle MAJOR behavior errors pre-emptively & by PROCEDURE
- Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency
- Establish & acknowledge safe & PREDICTABLE ENVIRONMENT
- Provide high levels of ACADEMIC SUCCESS

Simonsen, Myers, Freeman, Lane, Scott, et al.
Responding to Non-Responsive Behavior: Managing Escalations

Geoff Colvin & George Sugai
OSEP Center on PBIS
University of Connecticut
www.pbis.org  www.cber.org

“Managing Escalating Behavior” Geoff Colvin
The MODEL

Time

Behavior Intensity

High

Low

Peak

De-escalation

Acceleration

Agitation

Trigger

Calm

Recovery
The MODEL

- Time
- Behavior + Intensity

<table>
<thead>
<tr>
<th>Calm</th>
<th>Peak</th>
<th>De-escalation</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Acceleration
- Agitation
- Trigger
THREE KEY STRATEGIES

• Intervene early in an escalation.

• Manipulate environmental factors.

• Teach replacement behaviors that serve similar function.